

# Mathematics Standard Articulated by Grade Level

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## MATHEMATICS TEAM

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Omar Valencia  
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Kathy Weber  
Doreen Weiser  
Sharon Whitehead  
Chris Wisener

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## STATE REPRESENTATION

Teachers who worked on the revision and articulation of the Mathematics Standard represented the schools, districts, and organizations listed below. The goal was to have representation from large and small districts, urban and rural schools, and geographic and ethnic diversity.

American Christian Academy	Higley Unified School District	Rodel Foundation
Amphitheater School District	Indian Oasis-Baboquivari Unified School District	Safford Unified School District
Arizona School for the Arts	Kyrene School District	Salt River Pima-Maricopa Community Schools
Arizona State University	Littleton Elementary School District	Scottsdale Unified School District
Avondale Elementary School District	Madison School District	Sierra Vista Unified School District
Blue Ridge Unified School District	Marana Unified School District	Somerton School District
Cartwright Elementary School District	Mesa Public Schools	St. Johns Unified School District
Cave Creek Unified School District	Nogales Unified School District	Tempe Elementary District
Chandler Unified School District	Northern Arizona University	Tempe Union High School District
Creighton School District	Osborn School District	Tucson Unified School District
CRESMET (ASU)	Paradise Education Center	University of Arizona
Deer Valley Unified School District	Paradise Valley Unified School District	Vail School District
Douglas Unified School District	Peoria Unified School District	Washington Elementary School District
Flowing Wells Unified School District	Phoenix Union High School District	Wickenburg Unified School District
Gilbert Public Schools	Pinal County Educational Service Agency	Yavapai Community College
Glendale Elementary School District	Rio Salado Community College	Yuma School District
Great Hearts Academy		

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## EXTERNAL REVIEWERS/CONSULTANTS

**Jinfa Cai, Ph.D.**, is a professor of the Department of Mathematical Sciences and the School of Education at the University of Delaware. His research interest is related to how students learn mathematics and solve problems, and how teachers can provide and create learning environments so that students can make sense of mathematics. He seeks answers to these questions in various educational contexts, both within and across nations. He has published nearly 100 papers in national and international peer-reviewed journals and books. Currently, he is directing a 5-year longitudinal study of curricular effect on students' learning, funded by the National Science Foundation.

**Valerie DeBellis, Ed.D., (Rutgers University)** works as a Mathematics Education Consultant with Discrete Teaching and is a co-author of educational materials that focus on the learning of discrete mathematics; among them is the two-volume series, *Navigating Through Discrete Mathematics*, published by NCTM. Her research interests include understanding how affect and cognition interact in the context of mathematical problem solving.

**Sarah Sword, Ph.D., (Michigan State University)** is a Research Scientist at Education Development Center. A student of Christel Rotthaus, she received her PhD in Commutative Algebra from Michigan State University. At EDC, Sarah directs a program supporting schools as they implement EDC's new mathematics curricula, Think Math! (available from Houghton Mifflin Harcourt) and CME Project (available from Pearson). She also directs Center for the Scholarship of School Mathematics, which is currently offering a program for university faculty who teach doctoral students in mathematics education.

**John Woodward, Ph.D.** is a distinguished professor in the School of Education at the University of Puget Sound in Tacoma, Washington. The majority of his research since 1989 has focused on mathematics education and technology-based instruction. One of his most recent projects was a collaborative, five-year program of research that examined methods for helping students with disabilities succeed in standards-based mathematics instruction in grades 4 through 8. He has co-authored four technology-based instructional programs, and is the senior author of *Transitional Mathematics* and *Fact Fluency and More!* He has published over 80 articles in professional education journals. His work is cited in considerable detail in the recent Instructional Practices Report from the National Mathematics Advisory Panel.

***The Arizona Department of Education (ADE) acknowledges the contributions of the Washington Office of Superintendent of Public Instruction in allowing the ADE to incorporate examples and wording from their Washington State K-12 Mathematics Standards.***